# SETDA Teacher Survey

Directions: This survey is about technology use at your school. You will be asked about your own technology use, the availability of technology at your school, and school/district policies or resources related to technology.

In all questions that follow, “technology” refers to computers (including PDA’s or “Palm Pilots”) or equipment that is used with computers (e.g. scanners, printers, *digital* video recorders, etc.). Do not consider overhead projects, traditional (i.e. analog) VCRs, or tape recorders when answering these questions.

Most schools across the nation are not yet at the point where budgets, funding requirements, technology resources, etc. allow teachers, students, and administrators to use technology to its full potential. This survey will help identify specific areas of need and will help track changes in these issues over time. For the survey to be most useful, it is important that you respond as honestly as you can. Please be assured that individual responses will never be used for reporting.

*Thank you for your help!!*

Background Information

School Name: Weatherford ISD

State: TX

**NCES School ID:** 🞎🞎🞎🞎🞎🞎🞎-🞎🞎🞎🞎🞎

|  |
| --- |
| T1  School level: |
| 🞎 a. Elementary |
| 🞎b. Middle |
| 🞎 c. High |
| 🞎d. Mixed |

|  |
| --- |
| T2  What grade levels do you currently teach?  (Check all that apply) |
| 🞎 a. Pre-K |
| 🞎 b. Kindergarten |
| 🞎 c. 1st grade |
| 🞎 d. 2nd grade |
| 🞎 e. 3rd grade |
| 🞎 f. 4th grade |
| 🞎 g. 5th grade |
| 🞎 h. 6th grade |
| 🞎 i. 7th grade |
| 🞎 j. 8th grade |
| 🞎 k. 9th grade |
| 🞎 l. 10th grade |
| 🞎 m. 11th grade |
| 🞎 n. 12th grade |
| 🞎 o. Ungraded |

|  |
| --- |
| T3  Which subject(s) do you teach?  (Check all that apply) |
| 🞎 a. General Elementary (all subjects) |
| 🞎 b. Mathematics |
| 🞎 c. Science |
| 🞎 d. English |
| 🞎 e. History/Social Sciences |
| 🞎 f. The Arts |
| 🞎 g. Foreign Languages |
| 🞎 h. PE/Health |
| 🞎 i. Special Ed. |

|  |
| --- |
| T4  Including this school year, how many years have you taught? |
| 06 |

|  |
| --- |
| T5  Including this school year, how many years have you taught at your current school? |
| 🞎🞎04 |

|  |
| --- |
| T6  Taking into account professional and personal use, how often do you typically use the Internet from home?  (Select one) |
| O Daily or almost daily |
| O One or more times per week |
| O One or more times per month |
| O Less than monthly |
| O Never |

S1-1

|  |
| --- |
| T7  Are data being collected to determine if technology is impacting student achievement in your content area(s)? |
| O No |
| O Yes, to some extent |
| O Yes, definitely |
|  |
| T8  Do those data clearly indicate that technology is positively affecting student achievement? |
| O No |
| O Yes, to some extent |
| O Yes, definitely |

S1-2

|  |
| --- |
| T9  Are data being collected to determine if technology is impacting students’ 21st Century Skills (like information literacy, visual literacy, self-direction, or global awareness)? |
| O No |
| O Yes, to some extent |
| O Yes, definitely |
|  |
| T10  Do those data clearly indicate that technology is positively affecting students’ 21st Century Skills (like information literacy, visual literacy, self-direction, or global awareness)? |
| O No |
| O Yes, to some extent |
| O Yes, definitely |

S1-4

|  |
| --- |
| T11  Are data being collected to determine if technology is impacting students’ technology literacy? |
| O No |
| O Yes, to some extent |
| O Yes, definitely |
|  |
| T12  Do those data clearly indicate that technology is positively affecting students’ technology literacy? |
| O No |
| O Yes, to some extent |
| O Yes, definitely |

S1-3

|  |
| --- |
| T13  Are data being collected to determine if technology is impacting student engagement? |
| O No |
| O Yes, to some extent |
| O Yes, definitely |
|  |
| T14  Do those data clearly indicate that technology is positively affecting student engagement? |
| O No |
| O Yes, to some extent |
| O Yes, definitely |

C1-1

|  |
| --- |
| T15  How much time per week does a typical student in your class(es) use technology while at school?  (Select one) |
| O Not at all |
| O Less than 30 minutes per week |
| O 30 to 60 minutes per week |
| O 1 to 2 hours per week |
| O More than 2 hours per week |

C1-1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T16 | **(Select one)** | | | |
| In your classes, what role does technology play in building the following skills or proficiencies in your students?  \*\*Mark “NA**” only** if you are not working on this skill or proficiency with your class. | **Not Applicable** | **Technology is not used** | **A small part** | **A large part** |
| a. Writing | O | O | O | O |
| b. Mathematics | O | O | O | O |
| c. Science | O | O | O | O |

C1-1

|  |
| --- |
| T17  When designing technology-supported learning experiences, how frequently do you use research to guide your decision-making?  (Select one) |
| O Always or almost always |
| O Sometimes |
| O Never or almost never |
| O I don’t know |
| O Not applicable; I don’t use technology to support student learning |

C1-1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| T18 | **(Select one)** | | | | | |
| How often do students in your class(es) **use technology** to do the following?  Mark “Not Applicable” **only** if this use does not apply to your subject area: | **Daily** | **Weekly** | **Monthly** | **Quarterly** | **Rarely or**  **Never** | **Not Applicable** |
| a. Communicate with experts, peers, and others (e.g., over email or through discussion boards) | O | O | O | O | O | O |
| b. Solve real-world problems (i.e., involving situations, issues, and tasks that people actually tackle in the outside world) | O | O | O | O | O | O |
| c. Produce print products | O | O | O | O | O | O |
| d. Produce multi-media, Web, or presentation products | O | O | O | O | O | O |
| e. Conduct online research | O | O | O | O | O | O |
| f. Use drill and practice or tutorial software | O | O | O | O | O | O |
| g. Use the Internet to collaborate with students in or beyond your school | O | O | O | O | O | O |
| h. Visually represent or investigate concepts (e.g., through concept mapping, graphing, reading charts) | O | O | O | O | O | O |
| i. Use digital tools and peripheral devices (e.g., digital cameras, probes, scanners) to enhance their learning or their school work | O | O | O | O | O | O |

C1-2

|  |
| --- |
| T19  In my school, teachers:  (Select one) |
| OAre expected to use technology regularly, as appropriate to their teaching assignment (e.g., once a week) |
| OAre expected to use technology a few times each year |
| O Decide individually whether and how often they will use technology. There are no expectations for technology  use, or expectations exist, but teachers don’t implement them. |

C1-2

|  |
| --- |
| T20  In my school, teachers in the same grade or subject-area:  (Select one) |
| O Share little or no common understanding about how technology will be used. Teachers decide individually  whether and how they will use technology. |
| O Share some common understanding about **how** technology should be used; however, some teachers  implement these uses and others do not. (For example, your earth science curriculum guide identifies  spreadsheets as the adopted way of teaching graphing and data analysis; however, some teachers do not  use technology for this purpose.) |
| O Share a common understanding about **how** technology will be used to enhance learning, **and** there are  clear expectations that technology will be used in these ways. (For example, your earth science curriculum  guide identifies spreadsheets as the adopted way of teaching graphing and data analysis, and every earth  science teacher uses technology for this purpose.) |

C1-3

|  |
| --- |
| T21  Which of the following strategies has your school employed for addressing students’ technology literacy:  (Check all that apply) |
| 🞎 a. My school has identified **specific skills** (e.g., using technology to collaborate effectively with peers) that students must have in order to be technologically literate. |
| 🞎 b. My school has a specific program or plan for helping students become technologically literate (e.g., responsibilities are officially assigned to subject areas for covering different technology skills, or students take stand-alone courses to build technology literacy). |
| 🞎 c. Technology literacy is **assessed formally** at some point during a student’s tenure in my school. |

Columns 2 & 3: S1-4; Column 4: C1-3

|  |  |  |  |
| --- | --- | --- | --- |
|  | T22  Which technologies do you require students to use for your classes? | T23  Which technologies do you explicitly teach students to use? | T24  For which technologies do you explicitly assess student proficiency? |
| **Technology** | (Check all that apply) | (Check all that apply) | (Check all that apply) |
| a. Word processing/document processing | 🞎 | 🞎 | 🞎 |
| b. Spreadsheets (for data analysis and management) | 🞎 | 🞎 | 🞎 |
| c. Other data analysis (SPSS, Fathom, Mathematica) or database software (e.g., Microsoft Access, Filemaker Pro) | 🞎 | 🞎 | 🞎 |
| d. Email (including attachment and address book features) and Web browsers (including book-marking, “back” or “home” features) | 🞎 | 🞎 | 🞎 |
| e. Presentation software (e.g., PowerPoint, Astound) | 🞎 | 🞎 | 🞎 |
| f. Multimedia editing or authoring tools (e.g., Authorware, Hyperstudio Photoshop, Illustrator) or video editing technology | 🞎 | 🞎 | 🞎 |
| g. Graphic peripherals (e.g., scanners, digital cameras) | 🞎 | 🞎 | 🞎 |
| h. Electronic information sources like the WEB, ERIC, EBSCO (searching for these efficiently, for example, by using “and” / “or” to narrow/expand a search, identifying synonyms or keywords) | 🞎 | 🞎 | 🞎 |
| i. Technologies specific to your field (e.g., probeware in the sciences, geographic information systems in the social sciences) | 🞎 | 🞎 | 🞎 |

Column 2: S1-4 Column 3: C1-3

|  |  |  |
| --- | --- | --- |
|  | T25  I explicitly design class content or assignments to build this skill in students. | T26  I explicitly assess whether students are proficient in this skill. |
| **Skill** | (Check all that apply) | (Check all that apply) |
| a. Understanding ethical, legal and societal issues related to technology use, and using technology in ethical ways (e.g., the Internet and individual right to privacy) | 🞎 | 🞎 |
| b. Understanding the fundamentals of technology systems (e.g., understanding distinctions between hardware and software, familiarity with basic computer functions) | 🞎 | 🞎 |

C1-4

|  |
| --- |
| T27  How prepared do you feel to manage technology-supported learning with your class(es)?  (Select one) |
| O I have a variety of classroom management and organizational strategies for using technology. I know I can smoothly orchestrate technology-supported learning activities in a variety of settings and ways (whole class, small group, centers in labs or the classroom). |
| O I have some classroom management and organizational strategies, but think I need more. |
| O I have very few classroom management and organizational strategies for using technology |

C1-5

|  |
| --- |
| T28  “Best practices with technology” are technology-supported teaching practices that either have a basis in educational theory *or* are supported by research.  How are best practices with technology identified and shared at your school?  (Select one) |
| O Our school has a formal process for identifying best practices and then ensuring that every classroom teacher learns of those practices (as appropriate to their teaching assignment). |
| O Best practices are identified and shared informally. For example, an enthusiastic teacher finds an innovative practice, and sharing happens either informally or at staff meetings. A number of teachers eventually learn about these practices. |
| O Best practices are not typically identified or shared at my school. |

C1-5

|  |
| --- |
| T29  At your school, how frequently are teachers exposed to innovations and best practice in teaching with technology?  (Select one) |
| O On an ongoing basis |
| O Occasionally |
| O Almost never |

C2-1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T30  Which best describes your skill level with each of the following technologies: | **No Skill** | **Novice** | **Intermediate** | **Highly Skilled** |
|  |  |  |  |  |
| a. Word processing/document processing | O | O | O | O |
| b. Spreadsheets (for data analysis and management) | O | O | O | O |
| c. Other data analysis (e.g., SPSS, Fathom, Mathematica) or database software (e.g., Microsoft Access, Filemaker Pro) | O | O | O | O |
| d. Email (including attachment and address book features) and Web browsers (including book-marking, “back” or “home” features) | O | O | O | O |
| e. Presentation software (e.g. PowerPoint, Astound) | O | O | O | O |
| f. Multimedia editing or authoring tools (e.g., Authorware, Hyperstudio Photoshop, Illustrator) or video editing technology | O | O | O | O |
| g. Graphic peripherals (e.g., scanners, digital cameras, etc.) | O | O | O | O |
| h. Electronic information sources like the WEB, ERIC, EBSCO (searching for these efficiently, for example, by using “and” / “or” to narrow/expand your search, identifying synonyms or keywords) | O | O | O | O |
| i. Technologies specific to your field (e.g., probeware in the sciences, geographic information systems in the social sciences) | O | O | O | O |

C2-2

###### IMPORTANT: Questions T31 through T34 describe various aspects of using technology for teaching, assessment, or professional development. Many of the approaches or strategies described are high-level, and in some cases, teachers simply do not have the resources or training to implement them. The questions are intended to track progress as technology access and professional development change over the next few years. Please indicate your level of agreement with the following statements.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T31 Planning Technology-Supported Instruction: | Strongly Agree | Agree | Disagree | Strongly Disagree |
| a. When designing my lessons, I **regularly** think about whether technology could enhance my teaching or student learning. | O | O | O | O |
| b. When selecting education technologies, I refer to and base my selections on current research on their effectiveness. | O | O | O | O |
| c. I am comfortable planning for class sessions that involve students using technology during instruction. | O | O | O | O |

C2-2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T32 Executing Technology-Supported Instruction | Strongly Agree | Agree | Disagree | Strongly Disagree |
| a. I **regularly** use technology to enhance learning in my classroom. | O | O | O | O |
| b. I have classroom management and organizational strategies for using technology; I can smoothly orchestrate learning activities when my students use technology. | O | O | O | O |

Rows A & C: C2-3; Row B: C2-4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T33 Technology and Assessment: | Strongly Agree | Agree | Disagree | Strongly Disagree |
| a. I use technology to help me manage student assessment data (e.g., using electronic gradebooks) | O | O | O | O |
| b. I have effective strategies for assessing the content of students’ technology-supported work (e.g., assessing student work when the product includes research from several online sources, or when the product is a Web page or digital video rather than the traditional essay) | O | O | O | O |
| c. I am comfortable using technology to help me gather, analyze, and interpret data on student progress (e.g., by graphing trends in achievement, using hand-held computers to collect data on students as they are learning). | O | O | O | O |

C2-5

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T34 Technology For My Professional Use: | Strongly Agree | Agree | Disagree | Strongly Disagree |
| a. I use technology to support my own professional growth through activities such as online learning, research, and collaborative projects. | O | O | O | O |
| b. I **regularly** use technology to communicate and collaborate with peers (e.g., email, threaded discussion boards, listserv, chat) | O | O | O | O |
| c. I **regularly** use technology to increase my own productivity as a professional (e.g., word processing, email, etc.) | O | O | O | O |

C2-4

|  |
| --- |
| T35  During this school year, which of the following products do (or will) students in your classes use to demonstrate their learning?  (Check all that apply) |
| 🞎 a. Word-processed documents |
| 🞎 b. Presentations (e.g., PowerPoint) |
| 🞎 c. Electronic portfolios |
| 🞎 d. Video or audio products |
| 🞎 e. Electronic art (e.g., digital photography, Kidpix for illustrations, Drawsoftware for graphics) |
| 🞎 f. Websites |
| 🞎 g. Models (e.g., modeling population trends in animal life based on different environmental legislation) |
| 🞎 h. Submissions to journals, newspapers, or magazines (electronic or in-print) |

C2-5

|  |
| --- |
| T36  Which of the following are you currently doing (or have you done) **during this school year**?  (Check all that apply) |
| 🞎 a. Formally or informally collaborating with other educators using email |
| 🞎 b. Formally or informally collaborating with other educators using the Internet (**other than email**) |
| 🞎 c. Taking an online course |
| 🞎 d. Participating in technology-related professional development (workshops, training sessions) |
| 🞎 e. Taking a technology-related course at a university |

Rows A - C: C3 - 1; Rows D & E: C3 - 3; Rows F & G: C3 - 5;

Row H: C3 - 6; Rows I & J: C3 - 7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| T37  Rate **your** access to the following items while at school: | Non-Existent | Very Poor/Barely Adequate | Adequate or Pretty Good | Good | Excellent |
| a. The **type** of equipmentI want to use with my students for planning lessons or for professional development (e.g., cameras, scanners) | O | O | O | O | O |
| b.Sufficient **numbers** of computers and other equipment (e.g., cameras, printers) so I can implement technology-supported learning opportunities as I want to | O | O | O | O | O |
| c. Computers and other equipment **where** I need them (e.g., in my classroom; in a science lab) | O | O | O | O | O |
| d. **Reliability** of computers, printers, projectors, and other equipment (i.e., it works when I need it) | O | O | O | O | O |
| e. **Reliable, high-speed** **access** to the Internet in classrooms, labs, and media centers | O | O | O | O | O |
| f. Software, appropriate for my content area and the age of my students, that I want to use with class(es) | O | O | O | O | O |
| g. Technology tools for my own productivity (e.g., electronic gradebooks, word processing, presentation software) | O | O | O | O | O |
| h. Distance Learning Opportunities (e.g., online courses or professional development offered through video-conferencing) | O | O | O | O | O |
| i. Technical support with little or no wait-time | O | O | O | O | O |
| j. Instructional support that helps me to **integrate**technology | O | O | O | O | O |

C3-4

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| T38  Rate **your** access to the following items while **outside of school**:  By **relatively new** computer, we mean computers that are**:**   * Less than 4 years old * Run MAC OS 9 or above, or Win 98/Windows * 2000/Windows XP or above * Have 128 MN RAM or above | Non-Existent | Very Poor/Barely Adequate | Adequate or Pretty Good | Good | Excellent |
| a. A relatively new computer | O | O | O | O | O |
| b. Internet access | O | O | O | O | O |
| c. High-speed Internet access (DSL or cable) | O | O | O | O | O |
| d. Access to school servers | O | O | O | O | O |
| e. Software, appropriate to my content area and the age of my students, that I want to use with my class(es) | O | O | O | O | O |
| f. Technology tools for my own productivity (e.g., electronic gradebooks, word processing, presentation software) | O | O | O | O | O |
| g. Distance Learning Opportunities (e.g., online courses) | O | O | O | O | O |

C3-4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| T39  Rate your **students’ access** to the items below while **outside of school**:  (Take your best guess at students’ access outside of school and mark “Don’t Know” only if you have absolutely no idea) | Don’t Know | Non-Existent | Very Poor/Barely Adequate | Adequate or Pretty  Good | Good | Excellent |
| a. A relatively new computer | O | O | O | O | O | O |
| b. Internet access | O | O | O | O | O | O |
| c. High-speed Internet access (DSL or cable) | O | O | O | O | O | O |
| d. Access to school servers | O | O | O | O | O | O |
| e. Access to software I use for my classes | O | O | O | O | O | O |
| f. Distance Learning Opportunities (e.g., online courses) | O | O | O | O | O | O |

Row A: C4 - 1; Row B: C4 - 2; Row C: C4 - 3; Row D: C4 - 4

IMPORTANT: Questions T40 -T43 ask about different groups of students’ access to:

Equipment and software: Examples include access to up-to-date computers in the classroom, scheduled time in computer labs, etc.

A wide variety of technology uses: Examples include using technology for creating presentations, doing research, publishing online, and other purposes versus using technology only for drill and practice or word-processing.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| T40  In your school, have you gathered any data regarding possible variations in access to technology for the following groups of students? | Don’t know | Have not gathered data | A little data gathered informally | A lot of informal data  gathered | Some formal data  gathered | A great deal of formal data  gathered |
| a. Students from low socio-economic backgrounds | O | O | O | O | O | O |
| b. Girls | O | O | O | O | O | O |
| c. Students from historically disadvantaged racial or ethnic backgrounds | O | O | O | O | O | O |
| d. Students with special learning needs | O | O | O | O | O | O |

Row A: C4 - 1; Row B: C4 - 2; Row C: C4 - 3; Row D: C4 - 4

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| T41  In your school, how much access do the following groups of students have to **a wide variety of technology uses** compared to their peers? | Don’t know | Far less Access | Somewhat Less  Access | No Real Difference | Somewhat More Access | Far More Access |
| a. Students from low socio-economic backgrounds | O | O | O | O | O | O |
| b. Girls | O | O | O | O | O | O |
| c. Students from historically disadvantaged racial or ethnic backgrounds | O | O | O | O | O | O |
| d. Students with special learning needs | O | O | O | O | O | O |

C4-5

|  |
| --- |
| T42  Do all schools in your district that are the same grade level (e.g., all elementary schools) have approximately the same level of access to **equipment and software**? |
| O Don’t know |
| O Some schools have far less access and others have far more |
| O Some schools have somewhat less access and others have somewhat more |
| O There is no real difference between schools |

C4-5

|  |
| --- |
| T43  Do all schools in your district that are the same grade level (e.g., all elementary schools) have approximately the same level of access to **a wide variety of technology uses**? |
| O Don’t know |
| O Some schools have far less access and others have far more |
| O Some schools have somewhat less access and others have somewhat more |
| O There is no real difference between schools |

C5-1

|  |
| --- |
| T44  Does your school or district have a vision for how technology should be used by students and by teachers to improve teaching and learning?  (Select one) |
| O I don’t know |
| O Yes, a formal, written vision that has been shared with myself and other teachers |
| O Yes, a formal, written vision, but many teachers have not actually seen it |
| O Yes. It isn’t written down, but it has been clearly shared with me and other teachers |
| O Yes. But it isn’t written down, and I and many other teachers aren’t really aware of what the vision is |
| O No. I am not aware of a vision for technology use, written or un-written |

C5-2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| How true is each of the following statements? | Very True | Somewhat true | Not at all true | I don’t know |
| T45  **Our academic learning standards or content standards:** |  |  |  |  |
| a. Specifically incorporate technology literacy | O | O | O | O |
| b. Specifically incorporate 21st Century skills (like information literacy, visual literacy, self-direction, etc.) | O | O | O | O |
| T46  **When teachers design curriculum and plan instruction, this district requires that they consider:** |  |  |  |  |
| 21st Century Skills like information literacy, visual literacy, global awareness, and self-direction | O | O | O | O |
| T47  **In this district, we have assessments that:** |  |  |  |  |
| Measure 21st Century Skills like information literacy, visual literacy, global awareness, and self-direction | O | O | O | O |

C5-4

**IMPORTANT: Questions T48 - T50** ask about technology-related policies, training, and incentives in your school or district. Teachers sometimes have difficulty responding candidly if they feel that they are being “disloyal” to their school. However, it is understood that some of the issues addressed in the questions are limited by budgets, funding requirements, or state/federal policies, and may not be in control of school leadership. Please respond to each item as honestly as you can.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T48 Rate your agreement with the following statements. In my school: | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| a. Innovative, technology-supported teaching practices are rewarded (e.g., through public recognition, software or equipment for professional use, stipends for professional development) | O | O | O | O |
| b. Risk-taking in exploring innovative practices with learning technology is encouraged and accepted. | O | O | O | O |
| c. Research and best-practice are viewed by teachers and administrators as valuable and necessary for making decisions about technology use. | O | O | O | O |
| d. Teachers are excited about learning new ways of using learning technology to improve student learning in their content areas or grade levels. | O | O | O | O |
| e. Teachers are not afraid to learn about new technologies **and use them with their class(es)**. | O | O | O | O |
| f. School leadership is willing to support – through funding or manpower – teachers’ efforts at innovation and technology integration. | O | O | O | O |

## Row A: C5 - 8; Row B: C5 - 4

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T49 Rate your agreement with the following statements. In my school: | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** |
| a. Practices identified as research-based or “proven”– including lesson plans and curricula – are posted online so that they are accessible by all teachers. | O | O | O | O |
| b. Incentives are provided to teachers who adopt proven best practices related to technology (e.g., laptops, conferences attendance, stipends for professional development). | O | O | O | O |

C5-4

|  |
| --- |
| T50  To what extent does your school encourage innovative teaching practices? Innovation is generally: |
| O Rewarded (e.g., through public recognition, equipment, professional development) |
| O Supported, but not rewarded |
| O Tolerated |
| O Discouraged |

C5-4

|  |
| --- |
| T51  Which of the following incentives are provided by your school/district to encourage teachers to use learning technology?  (Check all that apply) |
| 🞎 a. Release time for planning the use of technology |
| 🞎 b. Schedule changes so teachers have time to learn and plan collaboratively |
| 🞎 c. Classes or workshops related to technology integration |
| 🞎 d. Expectations/requirement that professional staff use technology for teaching and learning |
| 🞎 e. Ability to check out school technology for use over the summer months |
| 🞎 f. Special purchasing plans for technology (e.g., discounts, paybacks through professional development, or interest-free loans) |
| 🞎 g. Funding or grants for classroom-based and media center technology resources |
| 🞎 h. Access to a technology-based administrative/student information system |
| 🞎 i. Technology certification for teachers |
| 🞎 j. Salary incentives for teachers participating in technology related professional development |
| 🞎 k. Public acknowledgement or recognition (e.g., in newsletters or during school board meetings) when teachers use technology effectively |

C5-5

|  |  |  |  |
| --- | --- | --- | --- |
| T52  During this school year: | Yes | No | Don’t know |
| a. My students have had the opportunity to work on projects or assignments that involve collaborating with organizations (environmental groups, businesses) or individuals in their community. | O | O | O |
| b. Students in **other** classes in this school have had the opportunity to work on projects or assignments that involve collaborating with organizations (environmental groups, businesses) or individuals in their community. | O | O | O |

C5-5

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| T53  As a result of technology: | **Decreased** | **Remained the same** | **Increased a little** | **Increased moderately** | **Increased substantially** |
| a. My interactions with my students’ parents has: | O | O | O | O | O |
| b. Parents’ involvement in my students’ schoolwork has: | O | O | O | O | O |

C5-7

|  |
| --- |
| T54  In the last two school years, have you participated in school or district-offered professional development that was in any way related to technology use? |
| O Yes |
| O No |

**NOTE: Answer Question T55 ONLY if you marked Yes on Question T54.**

**C5-7**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| T55  How true is each statement below about the professional development experiences offered by your district or school? Base your responses on your experiences over the last two school years.  Professional development offered by my school or district: | **Very True** | **Somewhat true** | **Not at all true** | **I don’t know** |
| a. Prepares teachers to discuss specific research or theory upon which the professional development is based. | O | O | O | O |
| b. Prepares teachers to assess student work produced with technology (e.g., when students produce a research report using a variety of online resources). | O | O | O | O |
| c. Includes opportunities for teachers to see actual examples of technology applied to learning in classrooms similar to their own. | O | O | O | O |
| d. Allows teachers to practice skills acquired during professional development in real or simulated classroom settings. | O | O | O | O |
| e. Includes time for teachers to work together, and to discuss and plan for using technology in the classroom. | O | O | O | O |
| f. Is flexible enough to change direction or focus, depending on teachers’ needs and interests. | O | O | O | O |
| g. Explicitly shows participants how specific technology uses are related to standards and school improvement goals. | O | O | O | O |
| h. Takes into account the resources, equipment, and support available to teachers, and makes certain in advance that the uses of technology covered during training can be implemented in the classroom. | O | O | O | O |
| i. Includes strategies for getting "behind the classroom door" that require teachers to observe and be observed by other teachers. | O | O | O | O |
| j. Tracks teachers as they gain skills, and provides opportunities for even the most advanced integrators of technology to enhance their skills. | O | O | O | O |

|  |
| --- |
| **THANK YOU!**  You have successfully completed the survey. |